



Course Number: EDUC 3036 CRN 20288
Course Title: Introduction to Material and Methods in Reading Instruction
Semester and Year: Spring, 2020
Credit Hours: 3.0 Semester hours, Hybrid
Class Meeting Dates: *Select* Tuesday, January 14th through May 5th
Meeting Times: Course assignments are due on Thursdays via Design2Learn (D2L) 5:00 to 6:15 pm on selected Tuesdays – dates for in-class meetings and D2L meetings are listed at the end of this course syllabus
Please note that all students are expected to complete the online portion of this course in a timely manner as well. Due dates/times are listed in the course syllabus and Desire 2 Learn course module
Location: College of Arts and Sciences Room G227 and Desire 2 Learn
Professor: Dr. Mandy E. Lusk, MandyLusk@clayton.edu – Office #G-210A – Arts and Sciences Building, 678.466.4823
Office Hours: Specific office appointments are made via email. Please note: Emails will be returned within 48 hours unless on the weekends.

Required Textbook:

Gipe, J. P. & Richards, J. (2018). Multiple Paths to Literacy Assessment and Differentiated Instruction for Diverse Learners, K-12. 9th edition ISBN: 9780134683898

Optional Textbook:

American Psychological Association (APA). (2019). *Publication manual of the American Psychological Association*. (7th Ed.). Washington, D.C.

Catalog Course Description:

This course explores the nature of reading and literacy learning, the foundations of reading acquisition and instructional practices. It will focus on formal and informal assessment methods for diagnosing strengths and weaknesses of individual students and instructional strategies for working with at-risk or remedial readers.

Computer Requirement:

Each CSU student is required to have ready access throughout the semester to a notebook computer that meets faculty-approved hardware and software requirements for the student's academic program. Students will sign a statement attesting to such access. For further information on CSU's Official Notebook Computer Policy, please go to <http://itpchoice.clayton.edu/policy.htm>

Computer Skill Prerequisites:

- Able to use the WindowsTM operating system
- Able to use Microsoft WordTM word processing
- Able to send and receive e-mail using OutlookTM or Outlook ExpressTM
- Able to attach and retrieve attached files via email
- Able to use D2L—You can access D2L by signing on to the SWAN portal and selecting: “Ga View”. If you have difficulties, please email or call the HUB at TheHub@clayton.edu or (678) 466-HELP/
- Able to use a Web browser.

In-class Use of Student Notebook Computers and electronic devices:

Student notebook computers will not be used in the classroom in this course. Computers will be required to access course materials and to communicate with your instructor. Cell phones are not to be used during class. You will only use your Clayton State email address to communicate with your instructor.

Online activities will take place in Desire2Learn, the virtual classroom for the course. The course requires that you post your coursework in D2L. You can gain access to D2L by signing on to the SWAN portal and selecting D2L on the top right side. If you experience any difficulties in D2L, please email or call the HUB at thehub@mail.clayton.edu or 678.466.help. You will need to provide the date and time of the problem, your SWAN username, the name of the course that you are attempting to access, and your instructor’s name.

Conceptual Framework:

The Teacher Education Unit is committed to preparing quality teachers for Georgia’s public schools. Thus, within the context of a collaborative, field based environment, CSU produces *collaborative, reflective professional educators who are competent, caring and committed.*

Knowledge Base:

Teacher candidates who are preparing to enter the classroom need to be prepared to make appropriate decisions regarding the needs of students with exceptionalities. This course develops knowledge and skills for conducting a functional behavior assessment and positive behavior support plan needed by classroom teachers to affect academic and social-emotional outcomes. Addresses connections of challenging behaviors to aspects of the learner’s (a) environments, (b) cultural diversity, (c) developmental and academic skills, and (d) physiological needs.

Learner Outcomes:

Course Outcomes	Related Assessment
The student will:	
Demonstrate the knowledge of how language develops for individuals, differences in development based on disability diagnosis, and its impact on listening abilities and academic progress;	Book report, Discussion boards Literacy portfolio
Identify characteristics of individuals with disabilities that impact language and literacy;	Book report, Literacy portfolio
Identify the impact of multicultural and linguistic differences on learning;	Discussion activity
Demonstrate how to conduct nondiscriminatory assessment to determine needs in the areas of: language, emergent literacy, reading, & written language;	Case study, Literacy portfolio
Write appropriate goals and objectives for language, literacy, written language, and reading improvement;	Case study Poster presentation Literacy portfolio
Design a curriculum and identify/use instructional strategies that promote communication skills for individuals with disabilities;	Case study, Literacy portfolio
Design a curriculum and identify/use instructional strategies that promote emergent literacy and reading skills in the areas of phonology, phonemic awareness, phonics, fluency, comprehension, and vocabulary;	Case study, Literacy portfolio
Design a curriculum and identify/use instructional strategies to promote written language skills.	Case study, Literacy portfolio
Demonstrate knowledge of augmentative and alternative communication systems and be able to use assistive technology to meet individual learning needs.	Case study
Identify/use grouping strategies to deliver instruction within individual, small group, and large group to improve language and literacy skills	Case Study, Book report Literacy portfolio
Remain up-to-date with current issues and trends in language, literacy, and reading for individuals with disabilities.	Case Study Poster presentation Literacy portfolio

Program Learning Outcomes and Professional Standards:

The content of this course syllabus correlates to education standards established by national and state education governing agencies, accrediting agencies and learned society/professional education associations. Please refer to the course correlation matrices located at the following web site:

<http://www.clayton.edu/teachered/standardsoutcomes>

Students will be expected to (1) access Desire 2 Learn for course information; (2) use email, including their **CSU email address** for communication with the instructor; (3) access course readings and conduct searches for course-related information; and (4) use word processing programs for all assignments. Assignments may be submitted electronically through Desire 2 Learn.

Diversity Expectations:

Dr. Lusk is committed to providing an atmosphere of learning that is representative of a variety of multicultural perspectives. In order to learn, we must be open to the views of people different than ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time, we share together over the semester, please honor the uniqueness of your fellow classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students' opinions and refrain from personal attacks or demeaning comments of any kind (Based on the University of Alabama's syllabus guide: <http://www.comstudies.ua.edu/pdf/UAsyllabusconstruction.pdf>)

Finally, remember to keep confidential all issues of a personal or professional nature that are discussed in class. Remember that e-mail is NOT secure nor is it private. In keeping with F.E.R.P.A. regulations, do not use the real names of students or co-workers in any e-mail post, reflections, case study, or in-class/online discussion.

***We will **use person-first language** in our class discussions and written assignments, and it is recommended in your professional practices.

General Policy:

Students are expected to abide by the Student Code of Conduct as outlined in the Clayton State University Student Handbook and the Basic Undergraduate Student Responsibilities.

Participation/Disposition/Professionalism:

Students, please understand that your participation and disposition in this class symbolizes your professionalism. As one of the Council for Exceptional Children (CEC) and State of Georgia's teaching standards, you are expected to conduct yourself in a professional manner at all times during your program at CSU. Students are expected to construct professionally written emails to all persons at CSU.

**In addition, if a student has issues regarding the instructor and/or course assignments, course content, observation schedules, curriculum concerns, or issues of advising, your first step is to schedule a meeting with Dr. Lusk via email.

During online and class discussions, students are expected to be respectful to their peers and the instructor. Please understand that CSU faculty reserve the right to fail or deduct points to a student in their classes based on unprofessionalism, lack of participation, and/or poor dispositions, regardless of the grade average of the course assignments. Please understand that these points are earned provided on your participation/disposition/professionalism in this course.

You are expected to complete and submit all of your coursework. There will be a substantial reduction for students who choose not to complete this coursework.

<http://s.clayton.edu/DisruptiveClassroomBehavior.htm>

Attendance:

University Attendance Policy is that students are expected to attend and participate in every class meeting. Instructors establish specific policies relating to absences in their courses and communicate these policies to the students through the course syllabi. Individual instructors, based upon the nature of the course, determine what effect excused and unexcused absences have in determining grades and upon students' ability to remain enrolled in their courses. The university reserves the right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawals or failing grades

Students are expected to arrive to class on time and stay for the entire class period. While understanding that emergencies occur in all of our lives, grades will be assigned based on your actual performance. A reduction of one full letter grade will be assigned if there are two (2) absences. Please note that an absence is considered not attending to our face-to-face classes AND not submitting an online module submission on the due date/time. Any student who chooses to not attend class or not submit an online assignment on the due date/time, he/she will lose his/her participation points for that particular class. In addition, an absence includes professional development workdays, parent-teacher conferences, and other work-related occurrences. In addition, personal occurrences will not be excused either. Remember, we only meet physically a number of times in the semester. There are no excused absences in this course. **NO EXCEPTIONS!** Please understand that you are expected to complete all assignments missed. In addition, you are expected to arrive to class on time. Please advise if you arrive 15 minutes late or longer, it will be counted as an absence. Please contact me immediately if there is an issue.

Students are expected to submit their assignments, service learning hours, lab hours, and other events on time. While understanding that emergencies occur in all of our lives, grades will be assigned based on your actual performance. Please contact me immediately if there is an issue.

- **IMPORTANT NOTE:** If any student acquires 4 absences a grade of "F" will be assigned to the student. The instructor will NOT consider written requests for excused absences. Missing 4 scheduled class meetings means you have missed too much information and **will not pass the class.**

Grading/Late Work/Assignment Submission:

Students are expected to meet all assignment deadlines. **No late assignments will be accepted.** Assignment expectations are given on the first day of class, and please plan your time accordingly. Please understand that your grade will more than likely drop one letter grade if you do not submit a module assignment (which will include losing participation points and module submission weekly grade). Any student who chooses to not attend class or not submit an online assignment on the due date/time, he/she will lose his/her participation points for that particular class. In addition, please refer to the attendance policy in this course. Dr. Lusk will be discussing grading assignments in class as a whole; however, if students have specific questions about their graded assignments, please schedule a meeting with Dr. Lusk to discuss critiques of the assignments. At this meeting, you will receive a copy of the critiques and Dr. Lusk will schedule approximately 30 minutes with you to give feedback. Please understand it is your responsibility to schedule these meetings with Dr. Lusk, if you prefer.

All assignments will need to be submitted by the due date delineated. When submitting an assignment electronically, you will need to save your assignments using the assignment title followed by your first and last name.

Please understand that all activities within the module assignment submissions must include all completed activities delineated in Desire 2 Learn. If you choose not to submit **all** activities delineated in Desire 2 Learn, you will only receive half credit for the entire module submission. In addition to only receiving half credit, you will not earn your participation points for that particular week. Finally, you will receive half credit on other completed work until you submit the **all** assignments. Please understand that your grade will more than likely drop one letter grade if you do not submit a module assignment (which will include losing participation points and module submission weekly grade). In summary, complete ALL of your work and submit in a timely manner.

Please feel free to ask Dr. Lusk about extra credit points, too!

The mid-term grade in this course reflects approximately 30% of the entire course grade. Based on this grade, students may choose to withdraw from the course and receive a grade of "W." Students pursuing this option must fill out an official withdrawal form, available in the Office of the Registrar, or withdraw on-line using the Swan by mid-term. [Instructions for withdrawing are provided at this link.](#)

If you fail to complete the service learning hours and reflective journal (final project), you will NOT pass this course. This includes if you fail to finish all of the service learning hours and/or fail to finish the service learning reflective journal.

Communication:

Email is the best form of communication for Dr. Lusk. As the beginning of the syllabus states, please allow 48 hours for returned email correspondence from Dr. Lusk. Please know that Dr. Lusk responds to EVERY email. If you sent an email and there was no correspondence within 48 hours, Dr. Lusk did not receive it. (There are times when emails go to my "junk" mail folder or the email system is down). Please email Dr. Lusk again and call her office, if no response after 48 hours.

Course Credit Hours:

According to the U.S. Department of Education a "credit hour" is a measure of academic work represented in intended learning outcomes and verified by evidence of student achievement. The expectation of work in order to be successful for this 1-credit course is 2 ½ hours of direct faculty instruction and 5 hours of out-of-class student work each week over the course of 6 weeks, which includes practice work, writing assignments, and assigned readings. This course is a three-hour credit hour course.

Weapons on Campus:

Clayton State University is committed to providing a safe environment for our students, faculty, staff, and visitors. Information on laws and policies regulating weapons on campus are available at <http://www.clayton.edu/public-safety/Safety-Security/Weapons>

Disruption of the Learning Environment:

Behavior which disrupts the teaching–learning process during class activities will not be tolerated. While a variety of behaviors can be disruptive in a classroom setting, more serious examples include belligerent, abusive, profane, and/or threatening behavior. A student who fails to respond to reasonable faculty direction regarding classroom behavior and/or behavior while participating in classroom activities may be dismissed from class. A student who is dismissed is entitled to due process and will be afforded such rights as soon as possible following dismissal. If found in violation, a student may be administratively withdrawn and may receive a grade of WF.

Exceptionalities:

If you have a physical, perceptual, psychiatric/emotional, medical, or learning disability that may impact your ability to carry out assigned course work, contact the Disability Services Coordinator, Student Center 255, (678) 466-5445 or disabilityservices@mail.clayton.edu. The disability Services coordinator will review your concerns, confirm your disability, and determine, with you, what accommodations are necessary. All information and documentation of your disability is confidential and will not be released by the coordinator without your written permission. For those of you with exceptionalities, it is YOUR responsibility to make sure the instructor receives the paperwork. In addition, you will need to schedule a meeting via email with the instructor within the first 2 weeks of class beginning to discuss accommodations and modifications in the course.

Writing Standards:

All papers are to be written with correct grammar, mechanics, and punctuation. Dr. Lusk also recommends you format your papers in American Psychological Association (APA) 6th edition. To help bridge the gap between research to practice, the students need to understand that the research articles, books, et cetera are written in APA format. If you construct your papers in this format, it will help be a better consumer of the research, which will enhance your teaching.

In addition, you will need to make sure all of your papers are edited by a competent, creditable person. Your Clayton State faculty will not serve as editors, so you will need to have your papers written and edited by one or multiple persons before the due date. Most common editing mistakes are grammatical errors, sentence structure errors, papers written in passive voice versus active voice, spelling errors. Your Clayton State faculty will hold your writing and assignments to a high standard. Please prepare yourselves for these expectations.

During this course, you are encouraged to visit the Writer's Studio at Clayton State University. The Writers' Studio 224 is located in the A&S building, Rm. 224. There you can talk with trained writers and editors/tutors about your writing projects. The service is free; you must make an appointment with a tutor. These appointments can be virtual or physical. Your tutor will help with the APA formatting as well. Please have three different times/dates of meeting with your tutor as documentation. It is a grade.
<http://a-s.clayton.edu/english/Writers%20Studio/Index.html>

Course Assignments:

Students are expected to meet all assignment deadlines. Professional educators are required to plan and develop Individualized Education Plans, student testing, re-evaluations, plan parent meetings, and perform a host of sundry administrative duties. All of these activities are expected and, in some instances,, even required by law, to be conducted on time. As part of the correlation between collegiate theory and in your real-world practice, **no late assignments will be accepted**. All assignments will be distributed by Dr. Lusk so please plan your time accordingly.

When submitting an assignment electronically, you will need to save your assignments. Please save them using the assignment title followed by your first and last name.

[1] Participation/Attendance/Disposition- (320 points – 20 points per 16 class meetings this semester)

This course will be taught face-to-face and online considered a hybrid course. Active participation is required. Discussion and participation in the course activities and online and class discussions are critical for gaining the knowledge and skills necessary to meet the requirements of the class. It is also imperative that you are able to access your e-mail regularly as this will be the primary communication for announcements from the professor. Participation points are earned by: (a) respectful behavior to peers and

instructors, (b) knowledge of reading assignments by being prepared for the discussion through reading the assigned chapters and sharing your ideas, (c) completing course assignments and discussion, and (d) developing questions to ask guest speakers, and more. You are expected to complete readings for each class. Dr. Lusk often gives quizzes on the readings. As part of class participation, there will be a variety of online and class assignments that will count as participation. Please understand that your participation and disposition is crucial in this course and program. Note: If you are absent or if you do not complete an assignment, you will lose these points for that specific meeting day. Dr. Lusk will be evaluating not only your participation and disposition, but your professionalism as well.

MAJOR COURSE ASSIGNMENTS:

Major assignments are required; specific assignment guidelines will be posted on Desire to Learn. All assignments are to be turned in through the Desire to Learn site. If you feel that this submission was not successful or would like to submit to additional venue for security, please submit your assignment(s) to MandyLusk@clayton.edu.

[2] Weekly Assignments – (480 points – 30 points per 16 class meetings this semester)

You will be responsible for activities that will directly relate to that weekly topic. Examples of the weekly assignments include: reflections on readings for the week, applying content from readings to case examples, identifying resources pertaining to the topic of the week, developing questions to ask peers, scavenger hunts, pop quizzes, etc. You are also expected to complete readings for each week. During the weeks that we meet face-to-face, you are expected to complete the chapter readings and be prepared for a quiz. For the weeks that we meet online (D2L), you are expected to complete the chapter readings and online assignments.

[3] Book Review (50 points)

Critique of a current book related to Literacy and children. A worksheet and rubric will be provided.

Due Tuesday, February 18th at 5:00 pm via D2L.

[4] Portfolio of Literacy Instruction (50 points) Students will prepare a portfolio of literacy instruction.

Various components will be assigned throughout the semester with the final project due at the end.

Components include: Teacher interview, teacher observation, RTI instruction table, teaching assignment, writing assessment, reflection. **Due Tuesday, March 31st at 5:00 pm via D2L.**

[5] Service Learning Community Project Hours - (50 points)

Each student will need to complete 10 hours of service learning hours. Service learning is teaching and learning strategies that integrate meaningful community service with instruction and reflection to enrich the learning experience. Service learning is important for students to be engaged with their community. You will be a better educator if you are involved in your community. Please view notes before the course schedule regarding potential service learning opportunities. These hours may include:

- Working with Kate's Club (partnership established – details below/contact Dr. Lusk)
- Working with South Side Support families (partnership established - details below/contact Dr. Lusk)
- Working with Pebble Tosser's Club (partnership established - details below/contact Dr. Lusk)
- Working with Hillside Inc. school (partnership established – details below/contact Dr. Lusk)
- Professional Organization Activities (e.g., Council for Exceptional Children webinars)
- Working with student(s) with exceptionalities
- All other outside projects will need be cleared with Dr. Lusk by **Tuesday, January 28th** via email.

After each hour you have completed, you will need to have a supervisor sign the “Service Learning Sign In” sheet. This sign in sheet is located in D2L. If you contact the community partner to attend an event and choose not to attend, it will be counted as an absence in this course. Professionalism is extremely important! Please be aware that Dr. Lusk will contact with these supervisors for a professional reflection. Please be prepared to speak about your experience in class. **Due Tuesday, April 21st at 5:00 pm via D2L.**

Service Learning Partnerships:

**Please always cc Dr. Lusk to your emails to your community partnerships.*

Kate’s Club

<http://katesclub.org>

1190 W. Druid Hills Drive, NE

Suite T-80

Atlanta, GA 30329

Debra Brook, Volunteer Specialist

debra.brook@katesclub.org

**Assisting children and youth with their grief – event dates/times include:*

Saturday, February, 8th – 9:00 am until 1:00 pm

Saturday, February, 8th – 12:00 pm until 4:00 pm

Sunday, March 22nd – 9:00 am until 1:00 pm

Sunday, March 22nd – 12:00 pm until 4:00 pm

Saturday, April 11th – 9:00 am until 1:00 pm

Saturday, April 11th – 12:00 pm until 4:00 pm

Pebble Tossers

<http://www.pebbletossers.com>

Projects are ongoing. Children and youth welcome to join.

Please visit <http://www.pebbletossers.com> . Click on the “Get Involved” tab. You will register with the activity/event. Please contact Lisa Gill at lisa@pebbletossers.org if you have any questions or concerns.

SouthSide Support

<http://www.southsidesupport.org>

Saturday, February 15th – 5:00 pm until 11:00 pm

Annual Fundraiser at Glendalough Manor in Tyrone

**contact Marcie directly, if attend*

***wear dark/black pants and light/white shirts*

Marcie Bayne, Executive Director

director@southsidesupport.org

OR

Bobbylee Wargula, Director of SNAZ Program

bwargula@icloud.com

Hillside, Inc.

www.hside.org

690 Courtenay Drive NE

Atlanta, GA 30306

Gabriella Marvin, Community Relations Manager

GMarvin@hside.org

Christina Kennedy, Education Director

CKennedy@hside.org

*Tutoring students with challenging behaviors and mental health issues – possible days/times include:

Monday through Friday 7:30 am through 4:00 pm

Author Talk: We Want to do More than Survive book by Bettina Love

Monday, March 30th 11:00 am until 1:00 pm

Clayton State University campus

[6] Service Learning Community Project Reflective Journal - (50 points)

Reflection is a major component of service learning experience. Reflective journaling will help you understand the meaning and impact of your efforts in the community and with those you will be working. You will construct a reflective journal over each session you meet in your service learning community project.

You may be asking yourself the following questions:

“What am I doing and why?”

“What am I learning?”

“What are the components of diversity in your service learning hours can you discuss?”

“How will your service learning project enhance your teaching in the future?”

“Please explain how you better understand educating students with exceptionalities”

You will type this reflective journal and adhere to the APA manual 6th edition (e.g., 12 inch font, Times, New Roman, double-spaced). Details for this assignment are delineated in D2L. There is a 2 pages minimum for this reflective journal. Please be prepared to discuss in class. **Due Tuesday, April 21st at 5:00 pm via D2L.**

If you fail to complete the service learning hours and reflective journal (final project), you will NOT pass this course.

Alternative Projects:

Alternative projects are possible, please see instructor for ideas and permission to proceed.

Lesson Plan – (20 extra optional bonus points)

Students may construct one detailed lesson plan for educating students with exceptionalities. You may identify the category of students with exceptionalities, which he/she will prepare the lesson plan. For example, you might construct a lesson plan for students with autism. Within this lesson plan, you may address sensory impairment issues, intellectual disabilities, etc. The instructional strategies need to coincide with what has been learned in this course. Lesson plan templates and other information are upon request to Dr. Lusk. For extra credit points, you may submit this lesson plan by Thursday, April 25th.

EVALUATION OF STUDENT ACHIEVEMENT AND LEARNING OUTCOMES:

Participation/Disposition/Attendance	320 points
Weekly Assignments	480 points
Book Review	85 points
Literacy Portfolio	90 points
Service Learning Project Community Project Hours	150 points
Service Learning Project Community Project Reflective Journal	150 points
TOTAL POSSIBLE POINTS =	points

Grade Point Range –

A =	1,000 - 960
A- =	959 - 900
B+ =	898 - 878
B =	877 - 800
B - =	799 - 769
C + =	768 - 700
C =	699 - 669
C- =	668 - 599
D + =	598 - 569
D =	568 - 499
D - =	498 - 469
F =	468 - 0

A = 90-100 %; B = 80-89 %; C = 70-79 %; F = 0 – 69 %

Course Outline and Assignments

Date	Topic	Assignment Due
1/14/20 G227 Face-to-Face (Week 1)	Overview of Course and Course Syllabus	Please review course syllabus and course modules. Please be prepared to ask any questions.
1/21/20 G227 Face-to-Face (Week 2)	Chapter 1 Fundamental Aspects of Literacy Learning Chapter 2 The Analytic Process: Preparation for Differentiating Instruction and Data-Driven Decision Making	Read Chapter 1 and Chapter 2 Be prepared for quiz and class activities
1/28/20 G227 Face-to-Face (Week 3)	Chapter 3 Literacy Education for English Language Learners Chapter 4 Physical, Psychological, and Environmental Factors Affecting Literacy Development	Read Chapter 3 and Chapter 4 Be prepared for quiz and class activities
2/4/20 Online D2L (Week 4)	Chapter 5 Literacy Assessment: Summative and Formative Assessment	Read Chapter 5 Weekly Assignment Due 1/29/20 at 5:00 pm via D2L
2/11/20 G227 Face-to-Face (Week 5)	Chapter 6 Early Literacy Skills Chapter 7 Supporting All Students' Literacy Development through the Arts	Read Chapter 6 and Chapter 7 Be prepared for quiz and class activities
2/18/20 Online D2L (Week 6)	BOOK REVIEW DUE	Book Review Due Due 2/18/20 at 5:00 pm via D2L

<p>2/25/20 G2297 Face-to-Face (Week 7)</p>	<p>Chapter 8 The Reading/Writing Connection: Best Practices and Strategies</p>	<p>Read Chapter 8 Be prepared for quiz and class activities</p>
<p>3/3/20 G227 Face-to-Face (Week 8)</p>	<p>Chapter 9 Word Recognition</p>	<p>Read Chapter 9 Be prepared for quiz and class activities</p>
<p>3/10/20 (Week 9)</p>	<p>Enjoy your spring break! Please utilize this time to work on your final project</p>	<p>No assignments due</p>
<p>3/17/20 Online D2L (Week 10)</p>	<p>Chapter 10 Reading Vocabulary</p>	<p>Read Chapter 10 Weekly Assignment Due 3/17/20 at 5:00 pm via D2L</p>
<p>3/24/20 G227 Face-to-Face (Week 11)</p>	<p>Chapter 11 Reading Comprehension</p>	<p>Read Chapter 11 Be prepared for quiz and class activities</p>
<p>3/31/20 Online D2L (Week 12)</p>	<p>LITERACY PORTFOLIO DUE</p>	<p>Literacy Portfolio Due Due 3/31/20 at 5:00 pm via D2L</p>
<p>4/7/20 G227 Face-to-Face (Week 13)</p>	<p>Chapter 12 Comprehending Narrative Text</p>	<p>Read Chapter 12 Be prepared for quiz and class activities</p>

<p>4/14/20 G227 Face-to-Face (Week 14)</p>	<p>Chapter 13 Expository Text and Disciplinary Literacy Chapter 14 Study Skills and Test Taking Strategies</p>	<p>Read Chapter 13 and 14 Due 4/14/20 at 5:00 pm via D2L</p>
<p>4/21/20 Online D2L (Week 15)</p>	<p>Service Learning Project Due</p>	<p>Service Learning Project Due 4/21/20 at 5:00 pm via D2L</p>
<p>4/28/19 (Week 16)</p>	<p>Independent Work Week</p>	<p>No Assignments Due</p>